



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Glan-y-Môr School
Heol Elfed
Burry Port
Carmarthenshire
SA16 0AL**

Date of inspection: May 2017

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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Context

Glan-y-Môr School is an English-medium 11-16 co-educational school in Carmarthenshire. There are 464 pupils on roll compared with 584 when the school was last inspected in 2010.

Around 29% of pupils are eligible for free school meals compared with the Welsh average of 17.1% for secondary schools. Most pupils come from homes where English is the dominant language. Very few pupils speak Welsh at home. The proportion of pupils who come from ethnic minority groups is around 3%. Very few pupils have English as an additional language (EAL).

Approximately 50% of pupils have a special educational need; this is significantly higher than the national average of 25.1%. Around 4% of pupils have a statement of special educational needs (SEN), which is higher than the average for Wales as a whole of 2.4%.

The school is currently a 'professional learning pioneer school'. This means that it is working with the Welsh Government and other pioneer schools to develop a national model of professional learning.

The individual school budget per pupil for Glan-Y-Môr School in 2016-2017 is £5,432. The maximum per pupil in the secondary schools in Carmarthenshire is £5,432 and the minimum is £3,584. Glan-y-Môr School is first out of the 12 secondary schools in Carmarthenshire in terms of its school budget per pupil.

Glan-y-Môr School federated with Bryngwyn School in 2014. The schools share an executive headteacher, a senior leadership team and a common governing body but have separate budgets and a head of school for each site. The head of school at Glan-y-Môr took up his post in April 2017. The senior leadership team of both schools work across the federation to varying degrees.

Summary

The school's current performance	Excellent
The school's prospects for improvement	Excellent

Current performance

The current performance of the school is excellent because:

- The overall standards achieved by pupils have improved significantly since federation and are now well above expectations
- Pupils make strong progress in nearly all indicators from previous key stages and outstanding progress in the majority of key indicators, notably those that include English
- Pupils' performance in Welsh is a significant strength
- Pupils' attendance is consistently above modelled outcomes
- The school provides a wide range of high quality learning experiences that contribute very well to pupils' development and progress
- The range and scope of the many opportunities the school provides for all groups of pupils to participate in science, technology, engineering and mathematics (STEM) activities are exceptionally strong

Prospects for improvement

The school's prospects for improvement are excellent because:

- The headteacher and senior leaders across the federation provide outstanding strategic direction for the school
- Leaders at all levels share a clear vision, focused on raising standards and placing the needs of each individual at the heart of the school's work
- The federation governing body provides the school with a consistently high level of challenge and support
- Self-evaluation and improvement planning across the federation has secured outstanding improvements to standards, learning experiences, and sustained high levels of attendance
- The school has an extensive range of high quality partnerships that have a significant impact on standards, provision and leadership
- The school has exceptionally strong arrangements for identifying and meeting the professional development needs of teaching and support staff
- Since federation, the school's evaluation and management of its budget expenditure and resource allocation have been extremely robust

Recommendations

- R1 Improve teaching and assessment to match the best in the school
- R2 Improve the rigour of line management to ensure consistency in middle leadership across the school

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations. Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

Main findings

Key Question 1: How good are outcomes?

Excellent

Standards: Excellent

Since federation in 2014, the sharp and sustained focus on pupil performance has resulted in an exceptional trend of improvement at key stage 4 in most of the key indicators. This steep trajectory has ensured that pupils' outcomes in these indicators have remained well above those of similar schools in recent years.

Over time, performance has increased significantly in the level 2 threshold including English and mathematics, and performance in this measure is now markedly above that in similar schools.

Performance in the capped points score is well above modelled outcomes. Performance in this indicator has placed the school in the upper half of similar schools based on eligibility for free school meals the last two years. In nearly all other indicators, performance has improved well and compares favourably with the family and national averages.

In general, pupils make strong progress in nearly all indicators from previous key stages and outstanding progress in the majority of key indicators, notably those that include English and mathematics.

At key stage 3, the proportion of pupils that achieve the core subject indicator has increased significantly over time and is now generally in line with average for similar schools.

Across all indicators and core subjects at key stage 4, both boys and girls perform well compared to their peers in similar schools. For example, girls' performance in English is well above the average for girls in similar schools and much stronger than the average for boys.

Despite a slight fall in 2016, the performance of pupils eligible for free school meals in the level 2 threshold including English and mathematics has been strong over time and compares well to the average for similar schools. Performance for these pupils also compares very well for the level 2 threshold. Pupils eligible for free school meals also make much better than expected progress in the capped points score.

Most pupils with additional learning needs make strong progress compared to the same group of pupils in similar schools. Performance by more able pupils has improved over time, particularly in English and Welsh. In 2016, although fewer pupils overall achieved five A* or A grades at key stage 4, girls performance continued to improve significantly in this indicator. Boys' performance in this indicator compares less well to that of boys in similar schools over time.

At the end of Year 11, most pupils remain in full-time education either in a school or further education college.

Performance in Welsh is a significant strength of the school. At key stage 4, nearly all pupils follow the full course in Welsh and a majority achieve a level 2 qualification. A particularly strong feature is that a minority of pupils achieve the highest grades. Pupils make progress that is significantly better than expected in Welsh at key stage 4. At key stage 3, performance in Welsh at level 5 or above is generally above the average for similar schools.

Across the curriculum, most pupils make valuable progress in developing their knowledge, understanding and skills. These pupils have suitable recall of previous learning and have a positive attitude to learning. The few pupils that lose interest in their work during lessons make more limited progress.

Most pupils are able to use key subject terms confidently when responding to questions in lessons. Many volunteer suitable contributions to class discussion and are articulate and able to express themselves fluently. A few are reluctant to contribute without encouragement from their teachers.

When reading, most pupils have a sound knowledge and understanding of text. Many pupils read confidently a range of texts on familiar and unfamiliar topics, and use context well to decipher the meaning of unfamiliar words. These pupils also comment on the usefulness, reliability and bias of their sources, for example in their work on the Battle of Hastings. Many locate relevant facts such as when studying climate change and the benefits and disadvantages of different types of energy sources. More able pupils show good understanding of longer, more complex texts that convey a range of ideas. For example, they are able to consider and identify a range of evidence to link character traits and principle themes when considering the script of 'Blood Brothers'.

Many pupils write with a good degree of technical accuracy using a rich vocabulary. They are able to adopt the appropriate tone when writing for a variety of audiences and purposes, for example composing a speech on the benefits and dangers of the internet. Many pupils with weak basic skills write short paragraphs well using simple sentences on familiar topics. A few more able pupils write fluently and engagingly in a broad range of contexts, for example when comparing and contrasting poems. Nearly all pupils take care to present their work clearly.

Most pupils use their strong number skills competently in mathematics lessons and across the curriculum. They can use scales on a map effectively to calculate distances, and cost out projects accurately as well as using geometry to design motifs for jewellery. Across the curriculum, many pupils display sound data handling skills and construct suitable graphs to display their findings.

When using information and communication technology (ICT), nearly all pupils demonstrate worthwhile skills. They can appropriately use and amend spreadsheets to analyse and display data, and construct databases purposefully to organise and interrogate information.

Notably, many pupils develop a wide range of other beneficial skills through their work in science, technology, engineering and mathematics (STEM) projects. These include very strong communication, problem solving and entrepreneurial skills. Many pupils demonstrate these acquired skills within school and a few to wider audiences across Wales and the world.

Wellbeing: Good

Nearly all pupils feel safe and secure in school and many believe that the school deals effectively with the very few instances of bullying. Many pupils display positive attitudes towards healthy eating and exercise, for example through participation in the school's programme of sports and physical activities.

Attendance rates have improved well over the last four years and have been notably above modelled outcomes in the last two years. The attendance of pupils eligible for free school meals compares very well with that in similar schools. In addition, persistent absence has reduced markedly in the last four years and is below the family and national averages.

Most pupils behave well in lessons and when moving around the school. They are courteous and respectful to adults and to their peers. Most pupils are punctual to lessons, sustain their concentration effectively and show positive attitudes to learning. However, a very few pupils do not always show respect to others around the school.

Many pupils make a useful contribution to influencing aspects of school life, for example through the work of the school council and eco team. However, this work is not always shared well enough and a minority of pupils are unsure about the nature and impact of the work of the school council.

Most pupils show care and concern for others through their participation in charitable activities within the school and the local community, for example in raising money to support the Royal National Lifeboat Institution (RNLI). These activities help them to develop their social and life skills well.

Key Question 2: How good is provision?

Good

Learning experiences: Excellent

The school provides a wide range of high quality learning experiences that contribute very well to pupils' development and progress.

The range and scope of the many opportunities the school provides for all groups of pupils to participate in STEM activities are an exceptional feature. These include project work for local businesses, robotic challenges, peer teaching of coding and a vast array of links with employers and other schools. Nearly all pupils have participated in these activities locally, nationally or even a few internationally. As well as supporting communication, leadership and entrepreneurial skills, they provide a platform for pupils to deepen their understanding of sustainable development and global citizenship.

The curriculum is planned carefully to meet the needs of all pupils. As a result, pupils are able to access a wide range of academic and vocational courses. Pathways are tailored well to individual needs and aspirations. Links with Bryngwyn School allow pupils from Glan-y-Môr School to access valuable vocational provision, for example through the new construction centre. These factors contribute successfully to outstanding outcomes at key stage 4.

The school has implemented the Literacy and Numeracy Framework effectively. It also provides worthwhile strategies to support pupils with weaker literacy skills through the highly effective deployment of teaching assistants. There is consistently good provision for the development of pupils' numeracy and ICT skills across the curriculum.

There is a beneficial range of extra-curricular activities, including sports, homework clubs and trips.

The school develops pupils' Welsh language skills, and knowledge and understanding of Welsh culture highly effectively. It provides extensive opportunities for pupils to use their Welsh language skills creatively outside their language lessons. The 'Ymlaen Nawr' initiative provides pupils with valuable opportunities to lead on a broad range of successful extra-curricular activities such as 'Diwrnod Shwmae'.

Teaching: Good

The school focuses strongly on developing teaching to improve the achievement of its pupils. Effective teaching is contributing well to high outcomes for the majority of pupils at the school.

Nearly all teachers have good subject knowledge. They plan effectively and have clear learning objectives for lessons, including to develop pupils' literacy, numeracy and ICT skills where appropriate.

Most teachers are strong language models. In lessons, including those in Welsh and modern foreign languages, teachers make purposeful use of language to develop pupils' listening and speaking skills. In most lessons, teachers manage pupils' behaviour well. In these lessons, teachers and pupils develop excellent working relationships, which are mutually respectful. This has a positive effect on pupils' learning.

Many teachers have high expectations of all pupils. They use a range of methods and resources that interest and challenge pupils to achieve highly.

In a minority of lessons, pupils make particularly strong progress. In these lessons, teachers plan very carefully to meet the needs of all pupils. They motivate and stimulate pupils so that they become responsible for their own learning. These teachers make very effective use of time and deliver lessons at a challenging pace. They use high quality questioning adeptly to extend and deepen pupils' knowledge and understanding.

In a few lessons, pupils do not make sufficient progress. In these instances, teachers do not set high enough expectations and teaching does not challenge all pupils. The range of teaching techniques does not meet the needs of all pupils successfully and the pace of learning is too slow. Teachers' questioning is closed and engages too few pupils.

In many lessons, teachers provide valuable verbal feedback. In these lessons, pupils respond well to regular and useful opportunities to check their knowledge and understanding.

In the majority of subjects, teachers provide useful written feedback to help pupils know how well they have done and what they need to do to improve. Pupils use these prompts well to make valuable amendments to their work. However, in a minority of subjects, teachers do not provide written feedback on pupils' work that are helpful enough. As a result, pupils' understanding of how to improve their work varies between subjects.

The school sets ambitious targets and tracks pupil progress very effectively. Most pupils are aware of their target levels and grades. Leaders monitor performance closely, identify underachievement and plan well to improve pupil outcomes. Regular interim and end of year reports provide parents with useful information about their children's progress.

Care, support and guidance: Good

Personalised care, support and guidance for all pupils are at the heart of the work of Glan-y-Môr School.

The school helps pupils to adopt healthy lifestyles and has suitable arrangements to promote healthy eating and drinking. It has well established strategies to keep pupils safe and encourage positive attitudes. The innovative and successful system for rewarding good behaviour is a notable feature of the school. In addition, the school has a strong support system for securing improved attendance.

The comprehensive personal and social education programme contributes successfully to the spiritual, moral and cultural development of pupils. The programme helps pupils to develop a range of social and emotional skills well and to appreciate the arts and other cultural activities.

Transition arrangements for pupils from key stage 2 to key stage 3 are effective. The school gives beneficial advice to pupils in Year 9 and Year 11 to help them make well-informed choices about their future. Pupils in Year 11 receive worthwhile careers advice and support from members of the local business community.

The school works successfully with a wide range of outside agencies to meet the specific needs of all pupils. School based staff also support pupils well. These beneficial strategies have contributed positively to the high attendance rate and the improved outcomes at key stage 4.

Support for pupils with additional learning needs is effective. The school has thorough procedures to identify and meet the specific needs of these pupils. Teaching assistants contribute very successfully to the high level of care and support given. The school tracks these pupils' progress appropriately. It welcomes parents into the school to discuss concerns and keeps them well informed about their child's progress.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Learning environment: Good

Glan-y-Môr School is an inclusive, welcoming and caring school, which values all staff and pupils. The school mission statement "Ymdrech a Lwydda – Success through Effort" is communicated effectively. This encourages pupils to have positive attitudes to their work and enjoy learning.

The school promotes equality and diversity, and secures equal access to the curriculum for all through a variety of appropriate strategies. For example, there is an established Lesbian, Gay, Bisexual and Transgender (LGBT) group.

The school buildings are in a good state of repair and decoration and there are satisfactory learning resources throughout the school, including ICT. There is a well-equipped learning resource centre with a good range of books and computer equipment. A notable feature is the sensory room. The pupils with additional learning needs who use it value this facility. There are good facilities for physical education and sports and all pupils have equal access to provision.

Displays in classrooms and around the school are generally of a very high standard, are informative, and celebrate pupils' achievements effectively.

Key Question 3: How good are leadership and management?	Excellent
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Leadership: Excellent

The leadership of the federation of Glan-y-Môr School and Bryngwyn School is an outstanding feature that has made a significant contribution to securing very high standards and strong levels of pupil wellbeing. It has enabled both schools to make considerable and rapid improvements to many aspects of their provision. Senior leaders have been particularly effective in planning the transition to federation working and have managed the considerable challenges of this process exceptionally well.

The headteacher of the federation provides dynamic and inspirational leadership. He has a clear vision for school improvement that is focused strongly on maximising the achievement and wellbeing of every individual pupil. This vision is communicated clearly and is well understood by all staff. He is supported effectively by senior and middle leaders across the federation. Roles and responsibilities are well balanced and focus clearly on the strategic priorities of both schools and the federation as a whole. An outstanding feature is the skilful way in which leadership roles across the federation have been continually developed and refined to make best use of the strengths of individual staff. This has enabled both schools to develop strongly the capacity of leaders to make improvements to many areas of the federation's work.

Across the federation, there is a consistent and robust approach to performance management. In most cases, staff at all levels are set challenging improvement targets that are focused closely on raising standards and improving the quality of teaching. These objectives are also clearly linked to the development needs of individual staff as well as national, federation and school improvement priorities. Leaders monitor progress against these objectives rigorously, and are effective in planning professional development activities that help staff to make strong progress toward these targets. This has contributed very well to significant improvements in standards, wellbeing and provision.

A particularly notable strength of the federation is the high level of collaboration between staff across the two schools. This has been exceptionally successful in enabling them to share good practice and has had a significant impact on improving the quality of provision in both schools.

In Glan-y-Môr School, in most cases, leaders hold staff to account rigorously. Regular professional dialogue between senior leaders, middle leaders and other staff ensures that performance is monitored closely and that areas of underperformance are addressed effectively. However, in a very few instances, middle leaders are not held to account robustly enough to ensure that they secure the strong levels of improvement achieved in most aspects of the school's work.

Senior and middle leaders have a comprehensive understanding of performance data. Their detailed analysis of this data enables them to plan effectively pupil interventions and adaptations to provision that have a significant impact on standards.

Governance of the federation is a significant strength. Governors have a detailed understanding of both schools' performance and provide high levels of support and challenge to the federation. They make an effective contribution to the federation's self-evaluation and improvement planning processes. The experience and expertise of governors are used well to support many aspects of the federation's provision. Individual governors are linked to subject areas and other specific aspects of the schools' provision, and this provides middle leaders with valuable support.

Improving quality: Excellent

Over the last three years, self-evaluation and improvement planning at the Bryngwyn-Glan-y-Môr Federation has secured outstanding improvements to standards, learning experiences, and sustained high levels of attendance at Glan-y-Môr School. These notable improvements have been achieved whilst maintaining consistently strong standards, care support and guidance and developing outstanding teaching at Bryngwyn School.

Senior leaders analyse a wide range of performance data very effectively. These analyses contribute well to the honest and thorough self-evaluation reports of the two schools. They carry out valuable whole-school reviews of teaching and assessment and surveys of pupils and parents on their experiences. This first hand evidence and the use of external reviews provide senior leaders with an accurate understanding of the schools' strengths and areas for improvement. Senior leaders use this detailed knowledge insightfully to set clear priorities and to plan for improvement. For example, whole school reviews of teaching have led to comprehensive professional development opportunities linked well to individuals' needs. This has made a significant contribution to improving the quality of teaching and learning at both schools.

The federation's improvement plan captures the main improvement priorities of the two schools well. It is a comprehensive document that successfully maintains a strong focus on the federation's long term strategic goals. The schools' individual improvement plans clearly set out the schools' priorities and link well with self-evaluation. Leaders regularly monitor progress towards these objectives and make suitable amendments.

Most middle leaders use their understanding of performance data well to plan changes to provision such as schemes of work and assessment practices. All self-evaluation reports link well with their respective development plans. However, a few departmental improvement plans are not sufficiently precise and do not link well enough to whole school priorities.

As a result of highly effective and consistent self-evaluation and planning for improvement, the federation has made exceptional progress in addressing the recommendations of the previous inspections.

Partnership working: Excellent

The school has developed outstanding working relationships with a wide range of partners that make a significant contribution to provision and standards.

The establishment of a strong, successful federation with Bryngwyn School has been valuable to both schools. They have benefited significantly from joint professional development and succession planning. Furthermore, joint timetabling has enabled the schools successfully to broaden the range of subjects available to pupils. Overall, the collaboration has had a very strong, positive influence on pupils' standards and wellbeing.

The school works exceptionally well with local businesses including those linked to the development of science, technology, engineering and mathematics (STEM). The STEM experiences within Glan-y-Môr School include a range of real world activities that learners undertake with employers, for example tackling industrial technological and engineering challenges. The scheme has engrossed and motivated pupils of all abilities and the school has received national and international recognition for its many successes in this field.

The school plays a significant role in leading successful collaboration with other schools and providers to extend the range of opportunities available to pupils. These partnerships ensure that pupils' skills are matched closely to employers' needs. Robust quality assurance procedures involving all partners ensure that provision and outcomes are of high quality.

Partnerships with nearby primary schools are well established and contribute effectively to pastoral and academic transition. Beneficial links with the community include the "Youth Zone", a sporting facility, and strong collaboration with parents.

Resource management: Excellent

The school manages its resources very effectively and deploys teaching and support staff very beneficially to meet the needs of all pupils. The school has exceptionally strong arrangements for identifying and meeting the professional development needs of teaching and support staff. Beneficial links with Bryngwyn School have been used very well to develop the expertise of staff. All teachers are involved in a wide range of working groups that have had a valuable impact on the quality of teaching and learning.

Since federation, the school's evaluation and management of its budget expenditure and resource allocation has been very robust. This process is undertaken very effectively by the headteacher, business manager and the governors' finance sub-committee. Through decisive actions, the school has become financially viable after having recorded a budget deficit for several years. This is a strong feature.

The school's expenditure of the Pupil Deprivation Grant has had a beneficial impact on the performance and attendance of pupils from disadvantaged backgrounds.

In view of the very good standards achieved by pupils, the school provides excellent value for money.

Appendix 1

6694053 - Glan-y-Mor School

Number of pupils on roll	441
Pupils eligible for free school meals (FSM) - 3 year average	28.6
FSM band	4 (20%<FSM<=30%)

Key stage 3

	School				Family average (2016)	Wales average (2016)
	2013	2014	2015	2016		
Number of pupils in Year 9 cohort	88	86	84	86		
Achieving the core subject indicator (CSI) (%)	73.9	80.2	81.0	86.0	85.2	85.9
Benchmark quartile	2	1	2	2		
English						
Number of pupils in cohort	88	86	84	86		
Achieving level 5+ (%)	76.1	82.6	84.5	87.2	88.6	89.2
Benchmark Quartile	3	3	3	3		
Achieving level 6+ (%)	25.0	32.6	41.7	46.5	53.3	56.2
Benchmark Quartile	3	4	2	2		
Welsh first language						
Number of pupils in cohort	.	.	.	.
Achieving level 5+ (%)	.	.	.	.		92.0
Benchmark Quartile	.	.	.	.
Achieving level 6+ (%)	.	.	.	.		57.2
Benchmark Quartile	.	.	.	.
Mathematics						
Number of pupils in cohort	88	86	84	86		
Achieving level 5+ (%)	83.0	86.0	89.3	90.7	89.8	90.1
Benchmark Quartile	1	1	1	2		
Achieving level 6+ (%)	38.6	57.0	56.0	62.8	61.2	62.7
Benchmark Quartile	4	1	1	1		
Science						
Number of pupils in cohort	88	86	84	86		
Achieving level 5+ (%)	78.4	88.4	90.5	93.0	94.0	92.8
Benchmark Quartile	4	3	3	2		
Achieving level 6+ (%)	21.6	33.7	38.1	53.5	62.1	62.9
Benchmark Quartile	4	4	4	3		

The core subject indicator (CSI) represents the percentage of pupils achieving level 5 or above in English or Welsh (first language), mathematics and science in combination.

. Denotes the data item is not applicable.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

The benchmarks for Welsh are calculated using all schools that have pupils taking Welsh first language qualifications, and are based on the number of entries and do not include Welsh second language qualifications.

6694053 - Glan-y-Mor School

Number of pupils on roll	441
Pupils eligible for free school meals (FSM) - 3 year average	28.6
FSM band	4 (20%<FSM<=30%)

Key stage 4

	School				Family average (2016)	Wales average (2016)
	2013	2014	2015	2016		
Number of pupils aged 15	136	110	87	91		
Percentage of 15-year-old pupils who:						
Achieved the level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics	40.4	51.8	59.8	64.8	62.1	60.2
Benchmark quartile	3	1	1	1		
Achieved the level 2 threshold	58.8	78.2	86.2	93.4	85.9	83.6
Benchmark quartile	4	3	2	1		
Achieved the level 1 threshold	92.6	96.4	98.9	97.8	98.4	95.3
Benchmark quartile	3	2	2	3		
Achieved the core subject indicator (CSI)	34.6	47.3	58.6	63.7	58.6	57.5
Benchmark quartile	3	2	1	1		
Average capped wider points score per pupil	309.2	335.6	349.5	354.5	352.2	344.2
Benchmark quartile	3	3	2	2		
Average capped wider points score plus per pupil	304.6	330.7	344.8	350.0	348.5	340.3
Benchmark quartile	.	.	.	.
Achieved five or more GCSE grades A*-A	7.4	9.1	13.8	12.1	15.4	15.8
Benchmark quartile	.	.	.	.
Achieved A*-C in English	50.0	68.2	75.9	78.0	71.5	69.3
Benchmark quartile	3	1	1	1		
Achieved A*-C in mathematics	47.1	55.5	59.8	65.9	68.9	66.9
Benchmark quartile	3	2	2	2		
Achieved A*-C in science	41.9	71.8	90.8	95.6	88.2	82.3
Benchmark quartile	4	4	2	1		
Number of pupils aged 15 who entered Welsh First Language:	.	.	.	.
Of those who entered Welsh First Language:						
Achieved A*-C in Welsh	.	.	.	.		75.1
Benchmark quartile	.	.	.	.

Includes all qualifications approved for pre-16 use in Wales.

Includes results for 15-year-old pupils, in maintained schools and independent schools, achieved during the academic year and any examinations taken at earlier age. Ages at the start of the academic year.

The core subject indicator (CSI) represents the percentage of pupils achieving level 2 or above in English or Welsh (first language), mathematics and science in combination.

The average capped wider points score is calculated using the best 8 results from all qualifications approved for pre-16 use in Wales for each pupil.

For pupils entering Welsh First Language, the best grade of Welsh language and literature is taken. The denominator for this indicator is the number of 15 year olds who entered Welsh First Language, rather than the total number of 15 year olds.

. Denotes the data item is not applicable.

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The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

The benchmarks for Welsh are calculated using all schools that have pupils taking Welsh first language qualifications, and are based on the number of entries and do not include Welsh second language qualifications.

6694053 - Glan-y-Mor School

Number of pupils on roll 441
 Pupils eligible for free school meals (FSM) - 3 year average 28.6
 FSM band 4 (20%<FSM<=30%)

Key stage 4 - performance of pupils eligible for free school meals

	School				Family Average (2016)	Wales Average (2016)
	2013	2014	2015	2016		
Number of pupils aged 15 eligible for free school meals	31	20	22	20		
Percentage of 15-year-old pupils eligible for free school meals who:						
Achieved the level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics	19.4	25.0	40.9	30.0	35.8	35.5
Achieved the level 2 threshold	32.3	55.0	68.2	95.0	75.1	70.9
Achieved the level 1 threshold	87.1	95.0	95.5	100.0	97.9	92.1
Achieved the core subject indicator (CSI)	9.7	20.0	40.9	30.0	33.3	32.7
Average capped wider points score per pupil	256.4	307.6	315.5	341.3	323.7	311.1
Average capped wider points score plus per pupil	252.0	299.1	311.0	333.6	317.7	305.2
Achieved five or more GCSE grades A*-A	6.5	5.0	4.5	0.0	4.6	4.5
Achieved A*-C in English	25.8	40.0	54.5	60.0	48.4	47.1
Achieved A*-C in mathematics	22.6	30.0	40.9	30.0	42.5	43.6
Achieved A*-C in science	9.7	50.0	86.4	100.0	82.8	71.7
Number of pupils aged 15 who entered Welsh First Language:	.	.	.	.
Of those who entered Welsh First Language:						
Achieved A*-C in Welsh	.	.	.	.		50.9

Includes all qualifications approved for pre-16 use in Wales.

Includes results for 15 year old pupils, in maintained schools and independent schools, achieved during the academic year and any examinations taken at earlier age. Ages at the start of the academic year.

The core subject indicator (CSI) represents the percentage of pupils achieving level 2 or above in English or Welsh (first language), mathematics and science in combination.

The average capped wider points score is calculated using the best 8 results from all qualifications approved for pre-16 use in Wales for each pupil.

For pupils entering Welsh First Language, the best grade of Welsh language and literature is taken. The denominator for this indicator is the number of 15 year olds who entered Welsh First Language, rather than the total number of 15 year olds.

. Denotes the data item is not applicable.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

More information is available on the Welsh Government website, My Local School, in the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
I feel safe in my school	116	55	60	1	0	Rwy'n teimlo'n ddiogel yn fy ysgol.
		47%	52%	1%	0%	
		44%	51%	4%	1%	
The school deals well with any bullying	114	23	69	18	4	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		20%	61%	16%	4%	
		25%	57%	15%	3%	
I have someone to talk to if I am worried	115	47	56	11	1	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
		41%	49%	10%	1%	
		38%	52%	9%	2%	
The school teaches me how to keep healthy	116	34	64	17	1	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		29%	55%	15%	1%	
		23%	56%	18%	3%	
There are plenty of opportunities at school for me to get regular exercise	116	35	71	10	0	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		30%	61%	9%	0%	
		44%	45%	9%	2%	
I am doing well at school	116	29	78	6	3	Rwy'n gwneud yn dda yn yr ysgol.
		25%	67%	5%	3%	
		32%	61%	6%	1%	
The teachers help me to learn and make progress and they help me when I have problems	116	33	77	6	0	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
		28%	66%	5%	0%	
		38%	55%	6%	1%	
My homework helps me to understand and improve my work in school	116	10	69	31	6	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
		9%	59%	27%	5%	
		20%	53%	22%	6%	
I have enough books and equipment, including computers, to do my work	116	50	59	6	1	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		43%	51%	5%	1%	
		45%	46%	7%	1%	
Pupils behave well and I can get my work done	116	2	75	32	7	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		2%	65%	28%	6%	
		10%	56%	27%	6%	
Staff treat all pupils fairly and with respect	116	35	58	19	4	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
		30%	50%	16%	3%	
		28%	50%	17%	5%	

		Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
The school listens to our views and makes changes we suggest		116	31 27%	77 66%	6 5%	2 2%	Mae'r ysgol yn gwranddo ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
			16%	53%	25%	5%	
I am encouraged to do things for myself and to take on responsibility		116	43 37%	66 57%	6 5%	1 1%	Rwy'n cael fy annog i wneud pethau drosaf fy hun a chymryd cyfrifoldeb.
			35%	59%	5%	1%	
The school helps me to be ready for my next school, college or to start my working life		116	41 35%	61 53%	14 12%	0 0%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
			35%	53%	10%	2%	
The staff respect me and my background		115	44 38%	61 53%	8 7%	2 2%	Mae'r staff yn fy mharchu i a'm cefndir.
			37%	53%	7%	2%	
The school helps me to understand and respect people from other backgrounds		116	43 37%	61 53%	11 9%	1 1%	Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
			36%	55%	7%	1%	
Please answer this question if you are in Year 10 or Year 11: I was given good advice when choosing my courses in key stage 4		45	9 20%	29 64%	4 9%	3 7%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
			28%	51%	16%	5%	
Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form		4	2 50%	1 25%	1 25%	0 0%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
			28%	50%	16%	7%	

Responses to parent questionnaires

Denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	115	57 50%	57 50%	1 1%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	50%	5%	2%		
My child likes this school.	117	55 47%	55 47%	6 5%	0 0%	1	Mae fy mhlentyn yn hoffi'r ysgol hon.
		46%	48%	5%	1%		
My child was helped to settle in well when he or she started at the school.	115	67 58%	42 37%	3 3%	0 0%	3	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		51%	45%	4%	1%		
My child is making good progress at school.	116	63 54%	49 42%	2 2%	0 0%	2	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		45%	49%	5%	1%		
Pupils behave well in school.	115	18 16%	64 56%	13 11%	1 1%	19	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		24%	60%	13%	4%		
Teaching is good.	116	49 42%	57 49%	2 2%	0 0%	8	Mae'r addysgu yn dda.
		34%	59%	6%	1%		
Staff expect my child to work hard and do his or her best.	116	68 59%	46 40%	0 0%	0 0%	2	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		50%	46%	3%	1%		
The homework that is given builds well on what my child learns in school.	116	39 34%	60 52%	7 6%	1 1%	9	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		31%	56%	10%	3%		
Staff treat all children fairly and with respect.	115	44 38%	47 41%	10 9%	0 0%	14	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		35%	52%	10%	3%		
My child is encouraged to be healthy and to take regular exercise.	115	38 33%	63 55%	6 5%	0 0%	8	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		35%	56%	8%	1%		
My child is safe at school.	116	46 40%	59 51%	3 3%	0 0%	8	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		42%	53%	4%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	112	44 39%	47 42%	7 6%	0 0%	14	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		36%	52%	9%	3%		
I am kept well informed about my child's progress.	114	53 46%	55 48%	4 4%	0 0%	2	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		34%	51%	13%	3%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	116	63 54%	45 39%	5 4%	1 1%	2	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		42%	48%	7%	2%		
I understand the school's procedure for dealing with complaints.	114	39 34%	52 46%	14 12%	0 0%	9	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		30%	55%	12%	3%		
The school helps my child to become more mature and take on responsibility.	114	49 43%	53 46%	5 4%	1 1%	6	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		37%	56%	6%	1%		
My child is well prepared for moving on to the next school or college or work.	108	34 31%	48 44%	7 6%	2 2%	17	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		32%	55%	11%	3%		
There is a good range of activities including trips or visits.	115	45 39%	56 49%	10 9%	2 2%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		36%	52%	10%	2%		
The school is well run.	115	48 42%	59 51%	2 2%	0 0%	6	Mae'r ysgol yn cael ei rhedeg yn dda.
		42%	50%	6%	2%		

Appendix 3

The inspection team

Karen Newby Jones	Reporting Inspector
Hywel Jones	Team Inspector
Mamta Arnott	Team Inspector
Steven William Pringle	Team Inspector
Bethan Whittall	Team Inspector
Farrukh Khan	Team Inspector
Gwyn Thomas	Team Inspector
Peter Trevor Lewis	Lay Inspector
Sally Ann Williams	Peer Inspector
Emile Edwards	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms

Key stage 3 terms

The core subject indicator (CSI)

Progress in learning through key stage 3 is indicated by levels (level 1 to level 7 in the main).

The core subject indicator in key stage 3 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh ¹
- mathematics
- science

By the end of the key stage 3, at the age of 14, pupils are expected to reach level 5 and more able pupils to reach level 6 or above.

Pupils must gain at least the expected level (level 5) in the three core subjects to gain the core subject indicator.

Key stage 4 and sixth form terms

Core subject indicator (CSI)	This relates to the expected performance in English or Welsh, mathematics and science, the core subjects of the National Curriculum.
Families of schools	These have been created to enable schools to compare their performance to that of similar schools across Wales. Families include nine other schools with similar proportions of pupils: eligible for free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.
Level 1	This represents the equivalent of a GCSE at grade D to G.
Level 1 threshold	This represents the equivalent of five GCSEs at grade D to G.
Level 2	This represents the equivalent of a GCSE at grade A* to C.

¹ This indicator does not include Welsh second language qualifications.

Level 2 threshold including English or Welsh ¹ and mathematics	This represents the equivalent of five GCSEs at grade A* to C including English or Welsh ¹ and mathematics.
Level 2 threshold	This represents five GCSEs at grade A* to C or their equivalent.
Level 3	This represents the equivalent of an A level at grade A*-E.
Level 3 threshold	This is the equivalent of two A levels at grade A* to E.
Average wider points score	This includes all qualifications approved for use in Wales at the relevant age, for example at the age of 16 or at the age of 18.
Capped wider points score	This includes the best eight results from all qualifications approved for use in Wales at the age of 16.
Benchmarking groups	Schools are grouped together according to the proportion of pupils entitled to free school meals in order to compare their performance with similar schools in different indicators.
Modelled outcomes	This is a prediction of a school's mean performance based on the statistical relationship between the proportion of pupils eligible for free school meals and a particular indicator.